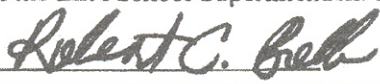
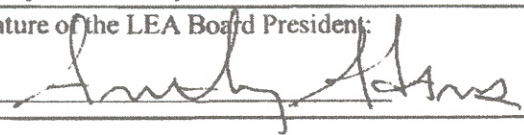


## **Attachment III**

# SIG GRANT—School Building Application

## APPLICATION COVER SHEET

### SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School-Building: Ford High School	Mailing Address: 20000 Evergreen Road, Detroit MI, 48219-2075
School Building Code: 532	
School Building Contact for the School Improvement Grant	
Name: Layne Hunt	
Position and Office: Principal	
Contact's Mailing Address: 20000 Evergreen Road, Detroit MI, 48219-2075	
Telephone: (313) 494-7567	
Fax: (313) 494-7565	
Email address: <a href="mailto:layne.hunt@detroitk12.org">layne.hunt@detroitk12.org</a>	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## **Section A**

### **1. Possible model to use for analysis of data.**

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Ford High School is in Phase 6 of the Michigan NCLB system, and has failed to make AYP in any area since 2003. There are discrepancies in data for Ford housed at the school, district and state levels. These discrepancies are the reason Detroit Public Schools has installed a new data system now in use throughout the district. The new system will be provide a wide range of academic and climate data for use by teachers and leaders to impact teaching, learning and student achievement. However, while the numbers vary from source to source, the trends in the data are undeniable. Student enrollment has declined steadily over the past three years from a high of 2,017 in 2007-08 to current enrollment of 1,190. The student population is 98% Black, non-Hispanic. Nearly 87% of Ford's students are identified as economically disadvantaged. There is a limited LEP population and approximately 31% of students have disabilities. The 2010 attendance rate was 73%, up from the previous three years, when attendance ranged from 67-69%. The graduation rate was 62.6% in 2008-09, which marked an improvement of 2.3% over the prior year. The drop-out rate remained at 20.5% over the past two years. The school performance on the MME assessment demonstrates that there are challenges to be overcome in all areas of student achievement. Results for the MME assessment of reading proficiency has fluctuated over the past three years, from 22.16% in 2007-08 to 18.69% in 2008-09 and 22.95 proficient in 2009-10. The significant decrease in ELA performance (from more than 14% in 2007-08 to 0% proficient in 2009-10 signals struggles with alignment between the curriculum and MME, as well as a student body that is performing dramatically below grade level. Mathematics proficiency declined from 3.8% in 2007-08 to less than 1% in 2008-09. Fewer than 3% of students are proficient on the mathematics assessment in 2009-10. School improvement planning is targeting these areas of student performance and intervention. Subgroup performance on testing is consistent with the overall school performance with student with disabilities demonstrating the greatest challenges with testing.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

The data analysis conducted by the Ford School Improvement Team points to the need to focus resources on improving instructional practices, processes and tools for ***all students***, not only sub-populations, in the following areas:

- ☐ Attendance
- ☐ English Language Arts and Reading
- ☐ Mathematics
- ☐ Teacher content knowledge and pedagogy
- ☐ Vertical and horizontal curriculum alignment
- ☐ The use of data to drive instruction

Particular attention will be paid to improving the use of data and enhancing literacy instruction for special needs populations at Ford, as keys to advancing performance of special needs students.

With the systemic and external supports provided through this grant, Ford has the opportunity to move students forward at a rapid pace.

## Ford High School

School Data			Student Connection/School Climate	
Which intervention was selected?			Number of disciplinary incidents:	
Number of minutes in the school year?			Number of students involved in a disciplinary incident:	
Student Data	Percentage Rate		Number of truant students:	
Dropout rate:	20.5		Teacher Data	
Student attendance rate:	73		Distribution of teachers by performance level on LEA's:	
Advanced Coursework	Number	Percent		
Advanced placement:				
International Baccalaureate:				
Early College/College Credit:				
Dual Enrollment:	0	0		
Number and percentage enrolled in college from most recent graduating class:				

### Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	4.06	0.83	2.4	21.6	13.84	21.78	9.4	4.82	13.67	7.69
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	3.86	0.5	2.94	22.38	18.77	22.95	6.93	5.55	14.35	10.79
Hispanic										
White										
Students with Disabilities					3.84	5.55				3.84
Limited English Proficient										
Migrant Student										
Male	2.56	1.14	5.26	16.45	10.41	16.66	1.31	6.48	5.26	9.37
Female	4.58		1.56	25.56	25.42	27.02	10.23	4.68	19.68	11.86
School Aggregate	3.82	0.5	2.94	22.16	18.69	22.95	6.89	5.5	14.28	10.74
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

### Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	1281	867	1032	122	54	862	4	905	127						
American Indian/Alaskan Native	4	1	3	4		1		2	1						
Asian/Pacific Islander	1			1											
Black/African American	1996	1242	1169	189	98	123	6	102	148						
Hispanic	3	3	9	3		3		7	2						
White	13	6	9	13		6		7	2						
Students with Disabilities	392	304	307	382	10	300	3	274	33						
Limited English Proficient	1	1	3	1		1		3							
Migrant Student															
Male	1027	643	628	975	52	637	5	547	81						
Female	990	609	562	943	46	608	1	489	72						
School Aggregate	2017	1252	1190	191	98	124	6	103	153						

## Ford High School

### Sub Group Non-Academic Data Analysis

[illegible]

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	1281	867	1032						
American Indian/Alaskan Native	4	1	3						
Asian/Pacific Islander	1								
Black/African American	1996	1242	1169						
Hispanic	3	3	9						
White	13	6	9						
Students with Disabilities	392	304	307						
Limited English Proficient	1	1	3						
Migrant Student									
Male	1027	643	628						
Female	990	609	562						
School Aggregate	2017	1252	1190						

[illegible]

## Ford High School

### Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# of Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
09	382						
09	382						
10	292						
10	292						
11	259						

### Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Student in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Crs	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewd EDP on File
09	382					
09	382					
10	292					
10	292					
11	259					

### MME Performance Three Years

Percent of Students meeting State Proficiency Standards

Grade	Mathematics			Reading			Writing			ELA		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11	3.82	0.50	2.94	22.16	18.69	22.95	6.89	5.50	8.82	14.28	10.74	0.00

## 2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> <b>General Funds</b>  <input checked="" type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
<p>Other: No other grant funds are currently available at the school.</p> <p>(Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.)</p>			



### **3. School Building Commitment**

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

#### **a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.**

#### **Background**

Ford is a turnaround campus. Dr. Layne Hunt was appointed principal in 2009. The school turnaround process undertaken on the campus since Dr. Hunt assumed the leadership role has been transparent and inclusive, with strong levels of participation.

In fall 2009, EdWorks, Ford's external support organization, conducted an in-depth "Assessment of Organizational Effectiveness" at Ford. The assessment analyzed 68 different data points across four key areas: rigorous curriculum and instruction, aligned assessments, a supportive climate and culture, and a system of student supports. The assessment was conducted by a team that included a former superintendent, an innovative high school principal, an evaluation specialist and national board certified teachers. In addition to classroom walk-throughs, the team conducted multiple interviews with school and district leadership, two focus groups with teachers, student focus groups, and discussions with a wide range of community partners.

Data from this analysis informed the initial climate and culture work at the school and launched a year-long planning process to open multiple small learning communities on the campus in fall 2010. Ford chose to turn the campus around through the development of small learning communities (SLC) because research shows SLCs increase personalization of instruction and build professional communities among adults in the buildings, both of which lead to high achievement.

#### **Involvement in Creating and Support for the Turnaround Plan**

The plan to implement three small learning communities on the Ford High School Campus was developed through a series of study group meetings involving the full staff. The process was facilitated by external partner, EdWorks and Dr. Hunt over the course of three months. Other stakeholders involved in the preparation of the SIG plan include such community, business and higher education partners as Tyrone Winfrey (Board member

and University of Michigan Recruitment Officer), William Joiner (Ask Mentoring Program), and Terri Mial of the YMCA. Working in small groups that included representatives from parent and community partners, the staff at Ford delved into:

- The research on future forces affecting education
- 20 years of research about how people learn
- Local economic development forecasts and workforce needs
- The research on 21<sup>st</sup> century skills and habits of mind
- What it means to be college and career ready
- Instructional strategies proven to effectively engage students in the learning process

Teachers and community stakeholders conducted a SWOT analysis (strengths, weaknesses opportunities, threats) of the school and the community. The staff identified themes/focus areas for the SLCs:

2. 9<sup>th</sup> Grade Leadership Academy
3. Academy of Green and Renewable Energy
4. Academy of Business and Technology

The visions for each Academy are included in **Appendix A**.

The move to SLCs comes at an opportune moment, as Ford will undergo extensive renovations, including remodeling and technology improvements to create modernized classrooms, enhanced security entrances, and other improvements. By the time renovations are complete, Henry Ford High School will receive a \$17 million overhaul, including a complete interior makeover to create classrooms suited for 21<sup>st</sup> century learning in the existing building, as well as an expansion of the existing student dining area and the addition of two sustainable technology labs. The electrical, mechanical, and plumbing systems will be upgraded. Improvements to the technology systems are planned. An exterior courtyard will also be created to support green and renewable energy initiatives at the school. The renovation and additions, set to begin in fall 2010, are scheduled to be complete in fall 2011.

**b. Explain the district and school's ability to support systemic change required by the model selected.**

As stated earlier, Ford is a turnaround campus. School leadership and staff have collaborated with District and Union leadership to meet all of the requirements for a turnaround campus.

The Ford community has fully implemented the all required turnaround strategies. Chief among the strategies are elements included in the Priority Schools agreement between the Detroit Federation of Teachers and the Detroit Public Schools:

- A. Dr. Hunt and his team interviewed all teachers in summer 2010 and hired Highly Qualified teachers who are committed to the educational program outlined in the Priority Schools agreement
- B. Teachers and administrators are participating in regular, embedded professional development that uses data as a driving force behind a rigorous, relevant, instructional program.
- C. Ford is developing an instructional program that is aligned to national Common Core standards, state standards and national college and career-ready standards.
- D. Ford is expanding learning time and flexibility and offering enhanced learning options through implementation of a block schedule that integrates acceleration and intervention time within the school day. Over the course of the SIG grant, Ford will work with higher education, career-technical and community partners to offer options to students, from college credit to career certifications to action research projects in the field.
- E. The school is in the process of establishing a formal shared decision-making system, driven through a School Leadership Team.
- F. Working hand-in-hand with the district and its external partner, EdWorks, Ford is extending the school day through intensive "Accelerated Academies" after school to help students master the knowledge and skills required to be successful on the MME and other assessments.
- G. The school year is being extended for ninth grade students through the implementation of an annual Summer Bridge transition program in August.
- H. The block schedule also creates opportunities for every staff member to be involved in an on-going, job-embedded professional development process. Teachers have both Academy-wide common planning time and content area common planning time within the regular school day.

- I. Using grant funds outlined in the Resource Profile section of this report, Ford is able to compensate staff for participating in professional development after school, on Saturdays and during the summer.
- J. The school is implementing an educator evaluation system that includes attainment of pre-established benchmarks and targets, and a continuing commitment to the Priority School agreement.  
(see specific language from the agreement below)

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### **Required Elements Negotiated with the District through Teacher Representation**

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***Ford High School will enact the following specific strategies for evaluation included in the Priority School Agreement.***

#### **Teacher Evaluation Process**

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. Teachers at Ford High School were represented by the Detroit Federation of Teachers in the design of the evaluation tool. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

**Core competencies that define effective teaching** – professional standards that define what teachers should know and be able to do:  
Domain I: Planning and Executing Effective Instruction  
Domain II: Creating and Managing a Learning Environment  
Domain III: Maintaining a Professional Learning Community Through Teacher Leadership

**Outcomes-Driven tied to student growth**– Directly links student academic and non-academic performance measures to teacher practice (in-puts)

**Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

**Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.

**System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.

**Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement

**Accountability** – provides direction for the removal of ineffective teachers who do not improve.

### **Principal Evaluation Process**

The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

4. **Core competencies** that define effective leadership – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
  - a. Domain I: Focus on Learning
  - b. Domain II: Monitoring Teaching and Learning
  - c. Domain III: Building Professional Learning Communities
  - d. Domain IV: Acquiring and Allocating Resources
  - e. Domain V: Maintaining a Safe Learning Environment
  - f. Domain VI: Effective Engagement with Families and External Community
5. **Outcomes-Driven tied to student growth**– Directly links student academic and non-academic performance measures to leadership practices
6. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
7. **Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
8. **System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
9. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
10. **Accountability** – provides direction for the removal of ineffective principals who do not improve as measured by the above components.

#### 4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Ford and EdWorks will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant.

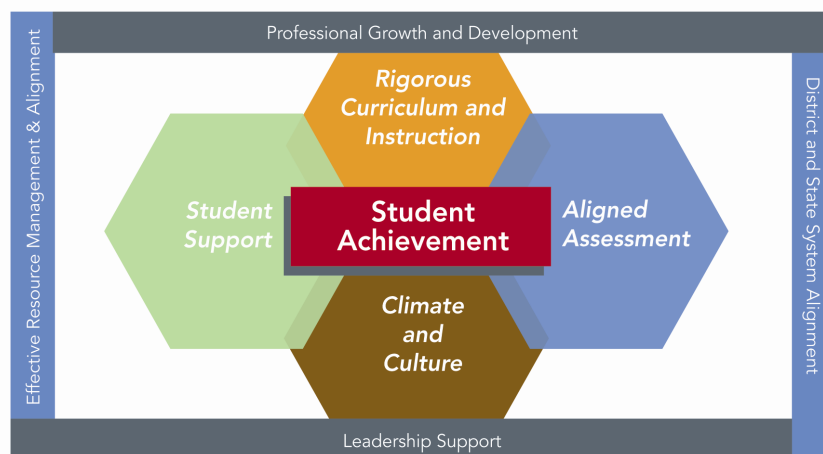
The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed to develop a high-performing high school that uses personalization as the key to its success.

Personalization is achieved in three ways:

1. Through the development of high-functioning small schools in an existing school building.
2. By building the capacity of each and every person in the school to “get the work done” through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building.

The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly-woven, interconnected, interdependent system.

The four fundamental components and 36 essential elements in the EdWorks Model include:



**Rigorous Curriculum and Instruction**

- a. Rigorous, college-ready curriculum for every student, every day
- b. Clear learning objectives
- c. Differentiated instruction
- d. High levels of student engagement
- e. Higher order thinking skills
- f. High payoff, short-term instructional strategies across the content areas
- g. Broad, school-wide early college experience
- h. 21<sup>st</sup> century literacy across the curriculum
- i. Results-driven, flexible scheduling
- j. On-site and online professional learning communities
- k. Intensive summer institutes for teachers and curriculum staff

**Comprehensive Student Support**

- Just-in-time interventions, including re-teaching, and tutoring, among other strategies
- Semi-annual student led progress review
- Accessible, detailed, easy-to-understand student progress data and portfolio
- Student Advisory System
- Accelerated Academies
- Summer Bridge Program
- Higher education partnerships
- Internships and community service

**Aligned Assessments**

- Baseline diagnostic data
- Short Cycle Assessment
- Classroom assessment
- State-mandated graduation tests
- College and Career Readiness tests
- Performance-based alternative assessment
- Teacher, school and district self-assessments
- Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community )

## **Supportive Climate & Culture**

- Safe, purposeful school environment
- Community engagement for accountability
- Students and families as primary stakeholders
- Distributed leadership from the student's desk to the superintendent's desk
- School design for personalization
- Coordination of campus-wide issues
- Personalized student growth plans with quarterly outcomes
- Results-driven goals
- A culture of continuous learning for adults

## **EdWorks Processes and Tools**

*EdWorks offers a well-developed process that is contextualized in collaboration with the leadership and teachers in the school to meet local needs—* EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21<sup>st</sup> century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

1. Technical Assistance Coach
2. Scope and Sequence for the design and delivery of effective, innovative high school education
3. Easy to follow annual planning and implementation calendar
4. Fully developed 5-Year Teacher Professional Development Plan (with the first three years of the plan delivered during the life of this grant)
5. Hands-on Leadership Development Plan
6. Teacher Summer Institute
7. National Leadership Institute and Leadership Retreats
8. Online social networking and professional learning community focused specifically on high school
9. Data capture tools and customized dashboard presentation of results
10. And Continuous monitoring and adjustment.

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

- Begin with the individual student.



- Drive instructional practice with data.
- Conduct teaching and learning through the tightly-woven fabric of standards, assessments, curricula, student supports, and instructional practice.
- Connect teaching and learning to students' prior knowledge and understanding.
- Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

The following research base drove the development of the five-year EdWorks teacher professional development and coaching systems, rooted primarily in the research and practices of:

1. Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005
2. Robert Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
3. The International Center for Leadership in Education's Rigor & Relevance Framework
4. Gayle Gregory and Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement in Grades 7-12*
5. National Research Council, *How People Learn*, 2000
6. Rick Stiggins, *Assessment for Learning*
7. *The Differentiated Classroom*, Tomlinson
8. *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, DuFour, DuFour, Eaker, Karhanek, 2004

## **5. External Provider Selection**

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

In summer 2009, the Detroit Public Schools released a Request for Qualifications to assist its priority schools in designing and implementing a systemic approach to whole school reform. School leaders met with approved external providers and Principal Layne Hunt confirmed EdWorks as the school's choice of external partners. Ford leadership interviewed external providers approved by Detroit. Ford chose to collaborate with EdWorks for three reasons:

- EdWorks has a proven record of improving student achievement in mathematics and reading in schools just like Ford. On average, EdWorks increased the percentage of students passing the state reading test by 38% and increased the percentage of students passing the state math test by 78% in the first two years of its engagement with the schools.
- EdWorks has worked in 30 districts across six states to transform traditional, low-performing high schools into multiple small learning communities.
- EdWorks technical assistance coaches don't just tell people what to do and walk away. They work side-by-side with the Ford staff, helping them successfully work through the challenges of implementing large-scale turnaround.

In 2010, EdWorks became an approved external provider for MDE, thus reinforcing its selection for the SIG grant.

## **6. Alignment of Resources**

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

The staff began the planning work for the three SLCs by conducting a SWOT analysis (identifying Strengths, Weaknesses, Opportunities, Threats) and a community map to identify the community resources available to the school and begin development of a plan to integrate the expertise and social/emotion supports from the community into the daily life of the school.

## **7. Modification of local building policies or practices**

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The District negotiated with the Union to obtain all necessary changes to collective bargaining agreement to implement the system.

## **8. Timeline**

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur

during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

### **Year One SIG Activities and Timeline**

#### **June 2011**

- Conduct a professional development series on high payoff instructional strategies
- Launch the curriculum planning process
- Engage all faculty in the unit and lesson design processes
- Conduct Leadership Retreat—Leading Effective Teams

#### **July 2011**

- Conduct final district-level check of readiness for Student Summer Bridge and school opening

#### **August 2011**

- Complete home visits for incoming Freshmen and orientations, if needed
- Conduct the Student Summer Bridge for all incoming ninth grade students; begin the development of the Personalized Student Growth Plan with each student
- Bring teachers and leaders back together to make final adjustments to implementation plans for the coming year
- Continue unit and lesson design, as needed
- Hold Opening Day celebrations and extended advisory activities for the new SLCs
- Conduct SLC leadership team meetings (August through December)
- Conduct extended Advisory activities with 9<sup>th</sup> grade students with emphasis on the discussion of the students' Personalized Growth Plans with all ninth grade students, at a minimum, and implement Triage Process for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students (August through October)

#### **September 2011**

- Conduct fall short cycle assessment for all ninth and 10<sup>th</sup> grade students
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Conduct Teacher Professional Development: Implementing Advisories and Personalized Student Growth Plans, Part 1, for 9<sup>th</sup> grade teachers; Delving Deeper into High Payoff Instructional Strategies for "upper school" teachers

Ford SIG 2, Feb. 17, 2011

- Conduct extended Advisory activities with emphasis on the discussion of the students' Personalized Growth Plans with all ninth grade students, at a minimum, and implement Triage Process for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students (August through October)
- Job-embedded literacy and mathematics coaching

#### October 2011

- Conduct Accelerated Academy for all struggling 11<sup>th</sup> and all 12<sup>th</sup> graders who have not passed the state-mandated graduation assessments
- Conduct student-parent-teacher conferences
- Prepare 9<sup>th</sup> and 10<sup>th</sup> grade students to take the PSAT
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Complete fall data collection process
- Conduct Teacher Professional Development: Implementing Advisories and Personalized Student Growth Plans, Part 2; Delving Deeper into High Payoff Instructional Strategies for "upper school" teachers
- Hold a series of community conversations to answer questions and gain input (October and November)
- Job-embedded literacy and mathematics coaching

#### November 2011

- Conduct Teacher Professional Development: Exploring and using Short Cycle Assessments, Part 1
- Review fall dashboards at the school level and make adjustments to instruction and operations, as indicated. Share analysis and adjustments with central office. (November and December)
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Job-embedded literacy and mathematics coaching

#### December 2011

- Convene central, campus, and school-based discussions to assess the effectiveness of common planning time and more rigorous course offerings. Make adjustments for second semester and recommendations for the coming year.
- Collaborate with chosen community partner to launch the communications and recruitment process for fall 2012 with students and parents

- Job-embedded literacy and mathematics coaching
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Conduct EdWorks senior leader site visit to assess progress on school implementation and provide feedback
- Convene 9<sup>th</sup> grade team to analyze the effectiveness of the first semester course of study; make adjustments to semester two, as indicated

#### January 2012

- Hold quarterly leadership conversations between the superintendent and teacher union/association president to discuss progress of the high school transformation and troubleshoot any issues that arise
- Conduct Teacher Professional Development: Exploring and Using Short Cycle Assessments, Part 2
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Complete winter data collection process
- Conduct new student recruitment and registration (January - March)
- Job-embedded literacy and mathematics coaching

#### February 2012

- Revisit the 5-year strategic plan and assess progress on SMART Goals. Make recommendations for adjustments in the plan for the coming year.
- Job-embedded literacy and mathematics coaching
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Register students for fall 2012
- Revisit the Memorandum of Understanding with the post-secondary partner(s) to ramp up the program that promotes the college-going culture in the schools. Expand the program to include student support systems, such as: orientation activities, tutoring programs, and preparation of students for the college-entrance exams.
- Conduct winter short cycle assessments
- Review progress on Personalized Student Growth Plans and register current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students for next year's courses (February and March)

- Engage 10<sup>th</sup> and 11<sup>th</sup> graders who are not projected to pass the state graduation assessment in an Accelerated Academy to focus on needed skills (February and March)
- Conduct Teacher Professional Development: Classroom practice/learning conditions—student work and lesson design and delivery, Part 1

#### March 2012

- Review winter dashboards at the school level and make adjustments to instruction and operations, as indicated. Share analysis and adjustments with central office.
- Engage in EKN-based and/or in-person principal and teacher networking event
- Review the Teacher Summer Institute design and teacher networking events (March and April)
- Conduct Teacher Professional Development: Classroom practice / learning conditions – student work and lesson design and delivery, part 2
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Job-embedded literacy and mathematics coaching

#### April 2012

- Bring a team to the EdWorks Annual Leadership Institute
- Engage school staffs in the development of summer reading lists/projects for students, with support materials at multiple literacy levels (that includes fiction, non-fiction, and technical selections and the recommendations from short cycle assessments)
- Develop an orientation program that is uniquely structured to ensure the smooth transition of new leaders and teachers to the smalls schools
- Conduct Teacher Professional Development: Classroom practice / learning conditions – research-based instruction models and student performance, part 1
- Conduct end-of-the-year parent-teacher-student meetings to discuss student progress (April and May)
- Conduct the EdWorks Asset-Based School Assessment Process to gauge progress Job-embedded literacy and mathematics coaching
- Conduct community conversations to gain input for Implementation Year 3

#### May 2012

- Conduct end-of-year community service project(s) involving all students and teachers on the campus
- Conduct end-of-year short cycle assessment for all ninth and 10<sup>th</sup> grade students
- Launch student performance assessments for before a 3-person panels that include their teacher and 2 members of the business/community/university partners
- Distribute student schedules
- Hold orientation for all incoming 9<sup>th</sup> graders, including preliminary diagnostic assessments
- Conduct Teacher Professional Development: Classroom practice / learning conditions – research-based instructional models and student performance, part 2
- Begin visits to the homes of incoming 9<sup>th</sup> graders to launch the relationship-building process (May and June)
- Engage in EKN-based and/or in-person principal and teacher networking event
- Job-embedded literacy and mathematics coaching

#### June 2012

- Conduct final SLCs leadership team meetings for the year, complete the school self-assessment of progress; make adjustments to the strategic plan for Implementation 2, as needed
- Conduct Summer Teacher Institute 2: Instructional Design for Rigor, Relevance and Personalization 2
- Conduct Summer Retreat for Principals and Teacher Leaders (Growing and Supporting Effective Teams)

#### **Additional Mathematics Professional Development**

Mathematics professional development sessions will be added to the schedule, based on student needs as illuminated in baseline short cycle test results for students. Topics will include:

1. Using Hands-on-Manipulatives, Problem Solving Strategies, Technology to engage students in Mathematics
2. Integration of Technology into Mathematics Teaching and Learning
3. Using Mathematical Modeling to Improve Student Performance

#### July 2012

- Conduct final district-level check of readiness for Student Summer Bridge and school opening

#### August 2012

- Conduct (on the university partner campus, if possible, the Student Summer Bridge for all incoming 9<sup>th</sup> grade students, with an emphasis on those who are below grade level; being the development of the Personalized Student Growth Plan with each student
- Hold Opening Day celebrations and extended advisory activities for the new SLCs—"upper school" will have special advisory-like activities, as well
- Conduct extended Advisory activities with emphasis on the discussion of the students' Personalized Growth Plans with all 9<sup>th</sup> and 10<sup>th</sup> grade students, at a minimum, and implement Triage Process for 11<sup>th</sup> and 12<sup>th</sup> grade students (August through October)
- Conduct SLCs leadership team meetings (August through December)

#### September 2012

- Reconvene the Core Team, as needed, throughout Implementation Year 3 to address campus-wide concerns and/or problems (September and December)
- Establish a committee to finalize the schedule for implementing a year-long professional development program
- Conduct fall short cycle assessment for all 9<sup>th</sup> and 10<sup>th</sup> grade students (September and October)
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Conduct Teacher Professional Development: Student work and unit design and delivery

#### October 2012

- Conduct Accelerated Academy for all struggling 11<sup>th</sup> and 12<sup>th</sup> graders who have not passed the state-mandated graduation assessments
- Prepare 9<sup>th</sup> and 10<sup>th</sup> grade students to take the PSAT / PLAN
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Launch ACT/SAT preparation courses for 11<sup>th</sup> and 12<sup>th</sup> graders
- Complete fall data collection process



- Conduct Teacher Professional Development: Differentiation and Student Performance
- Engage in EKN-based and/or in-person principal and teacher networking events (October and December)
- Hold a series of community conversations to answer questions and gain input (October and November)

#### November 2012

- Revise communications materials for student recruitment (November and December)
- Conduct Teacher Professional Development: Formative and Summative Assessments
- Review fall dashboards at the school level and make adjustments to instruction and operations, as indicated. Share analysis and adjustments with central office (November and December)
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice

#### December 2012

- Convene central, campus, and school-based discussions to assess the effectiveness of common planning time and more rigorous course offerings. Make adjustments for second semester and recommendations for the coming year.
- Collaborate with chosen community partner to launch the communications and recruitment process for fall 2013 with students and parents
- Convene 9<sup>th</sup> and 10<sup>th</sup> grade teams to analyze the effectiveness of the first semester course of study; make adjustments to semester two, as indicated
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Launch planning for 11<sup>th</sup> grade student internships/action research projects for 2013-14

#### January 2013

- Identify internal instructional content coaches for all SLCs and finalize a coaching strategy for Implementation Years 4 and 5; launch formal training for internal coaches
- Hold leadership conversations between the superintendent and teacher union/association president to discuss progress of the high

- school transformation and troubleshoot any issues that arise ;  
 launch discussions about sustaining the innovative processes  
 launched under this grant (January and April)
- Continue SLCs leadership team meetings (January through May)
  - Continue the Core Team, as needed, throughout Implementation Year 3 to address campus-wide concerns and/or problems (January and May)
  - Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
  - Conduct Teacher Professional Development: Instructional Models and Rubrics
  - Conduct new student recruitment and registration (January - March)

#### February 2013

- Revisit the 5-year strategic plan and assess progress on SMART goals. Make recommendations for adjustments in the plan for the coming year.
- Complete winter data collection progress
- Conduct winter short cycle assessments
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Apply for all applicable state waivers
- Review progress on Personalized Student Growth Plans and register current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students for next year's courses (February and March)
- Engage 10<sup>th</sup> graders who are not projected to pass the state graduation assessment in an Accelerated Academy to focus on needed skills (February and March)
- Conduct Teacher Professional Development: Assessing the Effectiveness of the Course of Study
- Register students for fall 2013

#### March 2013

- Review winter dashboards at the school level and make adjustments to instruction and operations, as indicated. Share analysis and adjustments with central office.
- Engage in EKN-based and/or in -person principal and teacher networking events (March and May)
- Review the EdWorks Teacher Summer Institute and, if necessary, adjust the agenda to reflect the teacher/school needs (March and April)

- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Launch curriculum development for the 11<sup>th</sup> grade
- Conduct Teacher Professional Development: Review the effectiveness instructional plans developed in Summer Institute 3; make adjustments, as indicated

#### April 2013

- Bring a team to the EdWorks Annual Leadership Institute
- Engage school staffs in the development of summer reading lists/projects for students, with support materials at multiple literacy levels (that includes fiction, non-fiction, and technical selections and the recommendations from short cycle assessments)
- Develop an orientation program that is uniquely structured to ensure the smooth transition of new leaders and teachers to the SLCs
- Conduct site visit with EdWorks senior staff to assess progress on school transformation
- Conduct Teacher Professional Development: Review the effectiveness of formative assessments and rubrics developed in Summer Institute 3; adjust as indicated
- Conduct end-of-the-year parent-teacher-student meetings to discuss student progress (April and May)
- Finalize plans for the Student Summer Bridge (April and May)
- Conduct the EdWorks Asset-Based School Assessment Process to gauge progress
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Conduct community conversations to gain input for Implementation Year 3 (April and May)

#### May 2013

- Hold orientation for all incoming 9<sup>th</sup> graders, at the middle schools, introducing the Summer Bridge
- Conduct end-of-year community service project(s) involving all students and teachers on the campus
- Conduct end-of-year short cycle assessment for all ninth and 10<sup>th</sup> grade students
- Launch student performance assessments before a 3-person panels that include their teacher and 2 members of the business/community/university partners

- Conduct Teacher Professional Development: Sustaining High Performance
- Engage in regularly-scheduled Study Group / Professional Learning Community collaboration to discuss student progress and teacher practice
- Conduct final SLCs leadership team meetings for the year, complete the school self-assessment of progress; make adjustments to the strategic plan for the coming year, as needed
- Begin visits to the homes of incoming 9<sup>th</sup> graders to launch the relationship-building process (May and June)

#### June 2013

- Hold year-end leadership conversation between the superintendent and teacher union/association president to assess Implementation Year 3 progress and troubleshoot any issues for Year 4; finalize discussions about sustaining the innovative processes launched under this grant
- Complete final data collection process for Year 3
- Conduct Leadership Retreat 3: Leading a High Performance Organization
- Conduct Teacher Summer Institute 3: Beyond Rigor and Relevance

#### Additional Mathematics Professional Development

- Engaging Students in Current Events Reading to Advance Concepts in Mathematics
- Effective Use of Smartboards in the Mathematics Classroom
- Literacy and Numeracy Across the Content Areas
- Differentiation in the Mathematics Classroom
- Justification and Generalization as tools to Improve Mathematics Performance

**Year Three Activities will be determined, based on Ford's progress in years one and two.**

## 9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by

the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	22.95%	40.0	60.0	80.0
Mathematics	2.94%	15.0	35.0	60.0

## 10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

EdWorks will collaborate with Ford High School and the Detroit Public Schools to identify a local nonprofit organization work under EdWorks' guidance to implement an authentic the community engagement process. Funds are included in this proposal to hire a trusted partner who knows the local community well and can assist with the authentic engagement process.

### Ongoing Mechanisms for Family and Community Engagement

Community Engagement in the first year is conducted primarily through a series of 20-30 "kitchen table conversations." These kitchen table conversations are held in places that are convenient for the community—neighborhood homes, local churches, college campuses, community centers, lunch rooms at area businesses, even grocery stores or laundry facilities—anywhere that people come together. Each conversation revolves around a set of essential questions, ranging from people's hopes and dreams for the students of their community to student needs for real world, applied learning. The conversations involve small groups of 10-15 people, and last about two hours each. Community insights and recommendations are gathered through the process and used to help shape the design of the schools. In the first year, the conversations try to both provide a glimpse of the future of education for parents and community members and gain their insights into what that means for their

community and their schools. This type of engagement sets the stage for years two and three.

By the beginning of the second year of the grant, community, business and university partners actually sit down with cross-curricular teams of teachers to examine standards and design units of study that involve real world learning experiences for students in a planned, purposeful way. The community may come into the school to team teach lessons with teachers or they may host students in their location. Often, parents, business, community and university partners are members of the teams listening to and scoring student presentations. Kitchen table conversations are held twice a year to help gauge feedback to the operation of the innovative new schools and gain insights for additional hands-on learning experiences.

Involving the community in this way opens makes the walls of the school permeable to parents and community, thus building ownership of the educational process across a wide range of stakeholders.

## **11. Sustaining Reforms**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Six areas ensure long-term sustainability of the effort:

1. Rigorous, hands-on teaching and learning experiences that result in student success. "Success breeds success."
2. Staff training and retention, particularly the system of embedded professional development that reaches every teacher in the building.
3. The scheduling process, which makes time for intervention, acceleration, and teacher collaboration through professional learning communities.
4. The governance structure that shares decision making on everything from budgeting and spending to instruction.
5. District and Union modifications to contracts and collective bargaining issues that codify innovations.
6. System of authentic community engagement and deep involvement of business and higher education that builds ownership.

## **Attachment B—Turnaround Model**

**The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.**

- Replace the principal  
Dr. Hunt was recruited by the Emergency Financial Manager and assigned to Ford in fall 2009.

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

The District and the Union have negotiated a Priority Schools Agreement that stipulates requirements for staff who teach young people and those who provide support services. That framework will be fully implemented at Ford.

3. Screen all existing staff and rehire no more than 50 per cent. All staff members had to interview for positions.

The principal and his leadership team interviewed staff in fall 2010. Fewer than 50% returned to the school.

4. Select new staff.

Dr. Hunt and his leadership team interviewed interested teachers in fall 2010.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Ford will implement the rewards and incentives package negotiated by the District and union leadership in the Priority Schools document:

### **Shared-Decision Making**

*Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*

***Flexible Work Conditions***

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following for increased student achievement and graduation rate:

2. Extended school day – Credit Recovery, Tutoring, SES services, enrichment activities
3. Participation in the Shared Decision-Making process
4. Hiring based on selective application process
5. Retention of staff based upon performance, not seniority
6. Participation in mandatory prescriptive and prescribed professional development
7. Participation in scheduling and budgeting development

***School Based Performance Pay***

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered based on available funding. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate Yearly Progress and other provisions identified by the No Child Left Behind Act. Based on the above criteria Ford staff who have increased student achievement will be eligible for school based performance bonuses.

***Identification and Removal***

The evaluative criteria shall include, but not be limited to, members of the Priority School maintaining the requirements of the position, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed under the Priority Schools agreement. Any staff member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall either receive intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/nonrenewal.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

(See the timeline of activities for the embedded professional development.)



7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

At the school level, Ford has adopted a system shared leadership. Formal "Campus-Wide" and "Academy" leadership teams will be established.

The success of individual small schools is dependent upon the establishment of an effective environment within a shared-space campus. The Campus-Wide Leadership Team is organized to further conversation among school leaders and others who share space, with solid processes for collaboration around operations issues. Specifically, the Campus-Wide Leadership Team considers such areas as:

- Common activities that are created to reinforce the sense of community on the campus, beyond the individual small schools.
- Campus safety, tone and climate.
- Improving operational support for student achievement and success.
- Teacher networking among all schools on campus.
- Shared professional development.
- Usage schedule for common areas.
- Arrival and departure times of students and staff of each school.
- Security issues.

The Campus-Wide Leadership Team includes representation from the Academy Leadership Teams, and collaborates with the Academy Leadership Teams on a regular basis to identify ways to improve operational support for student learning.

Each Academy in the EdWorks Model creates a Leadership Team comprised of: the Academy Director, teacher leader, selected teachers and staff, parents/guardians, community/business members, and students. This group will assist the director in identifying and resolving issues focused on teaching and learning, determining degree of progress toward goals, helping design and implement strategies for closing the gap between actual and goal performance, collaborating with the Campus-Wide Leadership Team to identify ways to continuously improve supports for students, and planning the school's future development. The Academy Leadership Team holds no official power to act on its own, rather, it relies on the "power of inclusion" and the power of coalition" to achieve desired outcomes. The Academy Leadership Team acts in an advisory

capacity to the director and often helps set up the structures that make collaborative efforts, such as professional learning communities and student leadership teams possible.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

EdWorks will assist Ford in identifying appropriate short cycle assessments that will provide baseline data on all students entering the school, as well as progress data each winter and spring. Teachers will become adept at using the data through embedded professional development sessions led by EdWorks coaches. An EdWorks data coach will help teachers and leaders understand how to interpret and apply the data to specific lesson plans.

Using an EdWorks protocol, leaders will have a well-developed set of walk-through data that provides insights into the transfer of knowledge and skills learned in professional development session to use in the classroom.

Progress data will be used in Professional Learning Communities (PLCs) to analyze the relationship between assessments, standards, student work and instructional practice. Findings from the PLCs will inform vertical and horizontal curriculum alignment.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

The EdWorks Model will support Ford in the effective use and, as appropriate, development of the following balanced system of Aligned Assessments and reports.

Data used to inform teaching and learning at the classroom level:

- Baseline diagnostic data
- Short cycle assessment
- Classroom assessment
- Performance-based alternative assessment
- Teacher self-assessment of practice using the EdWorks Instructional Rubrics; district and school self-assessment of support for the learning process

Data used by the state and national bodies to judge school effectiveness over time:

- State-mandated graduation tests
- College and Career Readiness tests

The goal is to produce a “continuous flow of information about student achievement ... to advance, not merely check on student learning.” (Stiggins, 2002) These assessments and reports, in combination, create a balanced picture of student academic progress and school effectiveness. By focusing on setting specific goals during the strategic planning process, schools can clearly answer the questions, “Where are we today? Where are we going? How far is it? How far have we come? Are we there yet?”

The greatest professional development emphasis in the EdWorks system of aligned assessments revolves around helping teachers and students employ assessment *for* learning.

10. Establish schedules and implement strategies that provide increased learning time.

EdWorks employs a scheduling specialist that will collaborate with Ford annually to develop a schedule for students and teachers that provides common planning time for teachers within their Smaller Learning Communities and across Smaller Learning Communities in content-specific groups. The proposed block schedule will increase instructional time, reduce time spent in the lunchroom, provide time for common planning, student advisory, flexible scheduling, and permit greater access to elective and advanced courses.

The proposed schedule supports cross-curricular team collaborative planning time for teachers within the SLCs, as well as content-specific common planning time across the SLC’s. A schedule that includes both SLC-wide and content-area collaborative planning time meets the following key goals:

1. Supports team, trust-building among staff members that are accustomed to working in isolation. Trust is critical to the effective use of common planning time.
2. Offers a platform for teams of teachers sharing a group of students to engage in the deep, ongoing examination of student data and student work across time so that they can make adjustments in instructional strategies and materials to better meet student learning needs.

3. Provides time for teachers to use data to identify and implement instructional plans that are research-based; to ensure their curriculum is vertically aligned from grade level to grade level; to align instruction horizontally across the content areas in a way that creates coherence for students; and contextualize units of study, assessments, and lesson plans that integrate and reinforce standards, knowledge, skills and pedagogy across the content areas.
  4. Provides time for staff to observe each other's classes and provide feedback to improve colleagues' instructional practice and student outcomes.
  5. Breaks down the isolation from their departmental colleagues that teachers in SLC's often feel when moving from a large departmentalized high school with a staff of 10 or people in each content area to SLCs, with staffs that often have only two or three teachers of the same subject area.
  6. Increases the opportunity for examination of the latest research and pedagogy crosses content areas, as well as new information specific to the content area.
  7. Provides time to examine school progress toward critical milestones and benchmarks and make recommendations for improving school plans and support systems.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

Ford maintains a guidance and intervention staff that is well-trained in supports for students and has a full range of community resources at their fingertips. Well-trained counselors and intervention specialists have deep relationships in the community and can move quickly to find the right services to support students, from the YMCA to community health services.

**The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)**

1. Any of the required and permissible activities under the transformation model

2. A new school model (themed, dual language academy, etc.)

The Ford staff identified themes/focus areas for three SLCs:

- 9<sup>th</sup> Grade Leadership Academy
- Academy of Green and Renewable Energy (grades 10-12)
- Academy of Business and Technology (grades 10-12)

### **Section C.**

**Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.**

Example:

Year 1 Pre- Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$ 179,000	\$ 1,989,226	\$ 1,306,226	\$ 1,306,226	\$ 4,601,678

## Section D.

### Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

#### USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	
Student Data	
Dropout rate	20.5%
Student attendance rate	73%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	35
Student Connection/School Climate	
Number of disciplinary incidents	450
Number of students involved in disciplinary incidents	450
Number of truant students	320
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	92

## **Fiscal Information**

**The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.**

## **USES OF FUNDS**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.



## SCHOOOL IMPROVEMENT GRANT DESCRIPTION FORM

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	<b>College Awareness Coordinator</b> – One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
		BENEFITS	Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
		PURCHASED SERVICES	<del>Summer Bridge: \$16,500. 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming.</del>	18,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Accelerated Academies:</b> \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
			<b>Credit Recovery</b> -Provide online credit recovery for overage, under-credited at-risk students via E2020 or comparable web-based provider.	20,000
			<b>Support for at-risk males:</b> contract the services of an evidence-based program that will target our male students who exhibit identified risk factors and meet conditions for dropping out of school (excessive absence, truancy, low achievement, negative behaviors,etc.). These services will help to reconnect students to the school environment and positively impact the graduation rate.	10,000
		SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
			<b>Student supplies:</b> Assist families and students with necessary supplies for learning their learning community e.g. paper/pens, locks, and uniforms	50,720
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	<b>Attendance Agent:</b> \$61,600 based on the DPS salary schedule. The attendance agents will be responsible for improving student attendance numbers by following up with students and parents on absentee and tardy incidents. The agent will work with school personnel, community partners, parents and students to provide solutions to the challenges that contribute to chronic absenteeism.	61,600
		BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	21,560
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES	<b>Counselor:</b> One full time equivalent position based on the DPS salary schedule for "Counselor". Provide services to at risk students	72,000
		BENEFITS	Benefits for the counselor calculated at 35% of salary.	25,200

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		CAPITAL OUTLAY		
213	Health Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
214	Psychological Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES	<p><del>Teacher Leaders: One teacher leader at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same</del></p> <p>Leads Professional Learning Communities (PLC); and other support, as needed, to improve student achievement.</p>	276,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Intervention Specialist:</b> One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for "Educational Technician". Implements a research based violence program intervention program where students help other students and themselves resolve conflicts before they escalate. This support specialist will guide students to define positive norms for their own behavior. Reinforce positive behavior and develop strong parent partnerships. Address the needs of those affected by the misconduct. Bullying and other aggressive behavior affects all students ability to learn by undermining emotional and physical safety in school that is essential to learning. Strategies discussed will unfold readily into existing behavior based initiatives such as character education, positive behavior supports and peer mediation. Furthermore, all stakeholder relationships and school connectedness are strengthened and the focus becomes student learning raising student achievement. Prevents violence in schools and decreases the activity of repeated offenders. Creates a safe and secure learning environment	29,500
		BENEFITS	Benefits for the teacher leaders and intervention specialist at 35% of total salary.	106,925
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	<b>Math Coach</b> – \$74,500 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". The math coach will provide instructional support to school leadership, math teachers, and special education professionals. The coach is an educator with experience in mathematics education and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coach will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math assessments is significantly below proficient, and the additional support will be critical to raising those scores.	74,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Teacher Stipends</b> - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.	199,650
			<b>Substitute Teacher Pay:</b> \$8698 Substitute will be provided for the fifteen members of the whole school team to meet four times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 4 meetings.	8,698
			<b>Whole School Team Stipends</b> - \$22,500 each of the fifteen teacher members of the whole school team will receive \$1500 for their participation and work. The whole school team is a cohort of teachers who work closely with school administrators to assure the smooth operation of the school, continued focus on the improvement of instruction, and follow up to professional development.	22,500
			<b>Staff Stipends:</b> Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher.	158,400
			<b>Academic Enhancement Coordinator</b> This individual will collaborate with core teachers to identify, enlist, monitor, and evaluate extracurricular and co-curricular student activities that enhance, reinforce and enrich learning experiences for students	8,500
		<b>BENEFITS</b>	Benefits for the Math Coach calculated at 35% of total salary.	26,005
		<b>PURCHASED SERVICES</b>		
		<b>SUPPLIES &amp; MATERIALS</b>	Staff Book: \$100/staff member for books for classroom or personal professional development.	11,000
		<b>CAPITAL OUTLAY</b>	Professional Development Library	15,000
			<b>Off-site Teacher Summer Institute:</b> Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: \$2000 for room rental; \$25/person/day for food and beverage.	15,750

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Off-site Leadership Team:</b> \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1 night/person \$165	3,415
		OTHER EXPENDITURES	<b>Leadership Institute Travel:</b> Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	4,188
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	<b>Smart Boards:</b> \$8000 each for 5 To support learning via technology integration with pedagogical development in core areas using 21st Century Learning	40,000
			<b>Imac computers:</b> 2 classroom sets of 40 at \$1500/each	120,000
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	<b>Short Cycle Assessments</b> - A short cycle assessment provider will be selected to provide online or automated tests for students in each of the four grades approximately three times per year. Short cycle assessments are critical to: Identifying the skills and concepts individual students have learned; Diagnosing instructional needs of individual students; Monitoring academic growth over time; Making data-drive decisions at the classroom, school, and district levels; Helping place new students into appropriate instructional programs. The estimated cost based on the short cycle assessment providers under consideration is \$19/student per year.	24,092
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
230	General Administration	SALARIES	<b>Transformation Manager:</b> (1/6 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.	21,250
			<b>Assistant Principal:</b> One full time equivalent position based on the DPS salary schedule for "Assistant Principal". : Provide discipline and behavior modification strategies for at risk students.	80,000
			<b>Education Technology Specialist:</b> \$74,300 One full-time equivalent position based on DPS salary schedule for an "Instructional Specialist". The position is dedicated to the increased use of technology to improve instruction and raise student achievement. The specialist will work closely with teachers to increase their comfort and use of technology, to introduce technology into the classroom, and to help teacher manage the challenges of using more technology. In particular the specialist will use social media tools to engage teachers in education networks and sharing of best practices along with raising their comfort level in using social media tools in the classroom. Additionally, the specialist will use social media and other technology tools to communicate with parents and community members about the improvements in the school and to engage them more actively. While this individual will be technologically proficient the role is not designed to repair or maintain technology or networks but to identify ways that the technology that already exists within the school can be maximized.	74,300
			<b>Data Analyst:</b> \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.	74,300
		BENEFITS	Benefits for the Transformation Manager, Data Analyst and Technology Specialist based on 35% of allocated salary.	87,448
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

## Henry Ford High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	School Phone System Software: To address attendance and decrease truancy	15,000
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		



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FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	<b>Parent Engagement Coordinators:</b> Improve overall culture and school climate by assisting with community engagement to include parents, school and students. 20 coordinators at \$3000 stipend	60,000
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
			<b>Postage</b> - for quarterly communication with parents and community stakeholders.	5,000
		PURCHASED SERVICES	<b>Centers of Strength:</b> \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 “kitchen table” conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
		SUPPLIES & MATERIALS	<b>Consumable Supplies:</b> to support supplies, food, and consumable items for parent/community workshops. This support will assist in providing a meaningful context for building strong academic and social school, family, and community relationships. It will facilitate increased external involvement in student learning and curriculum-related decision making.	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			<b>TOTAL Year One Expenditures</b>	1,939,226

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	Pupil Support Services		<b>College Awareness Coordinator</b> – One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
		SALARIES		
		BENEFITS	Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
			<b>Summer Bridge:</b> \$18,300. 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming.	18,300
		PURCHASED SERVICES		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Accelerated Academies:</b> \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
			<b>Credit Recovery</b> -Provide online credit recovery for overage, under-credited at-risk students via E2020 or comparable web-based provider.	20,000
			<b>Support for at-risk males:</b> contract the services of an evidence-based program that will target our male students who exhibit identified risk factors and meet conditions for dropping out of school (excessive absence, truancy, low achievement, negative behaviors,etc.). These services will help to reconnect students to the school environment and positively impact the graduation rate.	
		SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
			<b>Student supplies:</b> Assist families and students with necessary supplies for learning their learning community e.g. paper/pens, locks, and uniforms	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	Truancy/Absenteeism	SALARIES	<b>Attendance Agent:</b> \$61,600 based on the DPS salary schedule. The attendance agents will be responsible for improving student attendance numbers by following up with students and parents on absentee and tardy incidents. The agent will work with school personnel, community partners, parents and students to provide solutions to the challenges that contribute to chronic absenteeism.	61,600
		BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	21,560
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	Guidance Services	SALARIES	<b>Counselor:</b> One full time equivalent position based on the DPS salary schedule for "Counselor". Provide services to at risk students	72,000
		BENEFITS	Benefits for the counselor calculated at 35% of salary.	25,200

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
	Health Services	OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		OTHER EXPENDITURES		
	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			<p><b>Teacher Leaders: One teacher leader at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same</b></p>	
	Instructional Staff Services	Salaries		69,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			Intervention Specialist: One full-time equivalent position at \$29,500 aligned to the DS salary schedule for "Educational Technician." Implements a research based violence program intervention program where students help other students and themselves resolve conflicts before they escalate. This support specialist will guide students to define positive norms for their own behavior. Reinforce positive behavior and develop strong parent partnerships. Address the needs of those affected by misconduct. Bullying and other aggressive behavior affects all students ability to learn by undermining emotional and physical safety in school that is essential to learning. Strategies discussed will unfold readily into existing behavior based initiatives such as character education, positive behavior supports and peer mediation. Furthermore, all stakeholder relationships and school connectedness are strengthened and the focus becomes student learning raising student achievement. Prevents violence in schools and decreases the activity of repeat offenders. Creates a safe and secure learning environment.	29,500
	Improvement of Instruction		<p><del>Math Coach</del> - \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". The math coach will provide instructional support to school leadership, math teachers, and special education professionals. The coach is an educator with experience in mathematics education and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coach will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math assessments is significantly below proficient, and the additional support will be critical to raising those scores.</p> <p><b>Teacher Stipends</b> - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.</p>	74,300
				69,000

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FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Substitute Teacher Pay:</b> \$8698 Substitute will be provided for the fifteen members of the whole school team to meet four times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 4 meetings. <b>Whole School Team Stipends -</b> \$22,500 each of the fifteen teacher members of the whole school team will receive \$1500 for their participation and work. The whole school team is a cohort of teachers who work closely with school administrators to assure the smooth operation of the school, continued focus on the improvement of instruction, and follow up to professional development.	8,698
			<b>Staff Stipends:</b> Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher. <b>Academic Enhancement Coordinator</b> This individual will collaborate with core teachers to identify, enlist, monitor, and evaluate extracurricular and co-curricular student activities that enhance, reinforce and enrich learning experiences for students	22,500
				158,400
				8,500
	Benefits		Benefits for the Math Coach calculated at 35% of total salary.	26,500
	Purchased Services			
	Supplies & Materials		Staff Book: \$100/staff member for books for classroom or personal professional development.	1,100
	Capital Outlay			
			Off-site Teacher Summer Institute: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: 2000 for room rental; \$25/person/day for food and beverage.	15,750
			Off-site Leadership Team: \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1night/person \$165	3,415

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Leadership Institute Travel:</b> Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	
		Other Expenditures		4,188
	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	<b>Smart Boards:</b> \$8000 each for 10 To support learning via technology integration with pedagogical development in core areas using 21st Century Learning	80,000
			<b>Imac computers:</b> 4 classroom sets of 40 at \$1500/each	
	Academic Student Assessment	SALARIES		240,000
		BENEFITS		
			<b>Short Cycle Assessments</b> - A short cycle assessment provider will be selected to provide online or automated tests for students in each of the four grades approximately three times per year. Short cycle assessments are critical to: Identifying the skills and concepts individual students have learned; Diagnosing instructional needs of individual students; Monitoring academic growth over time; Making data-drive decisions at the classroom, school, and district levels; Helping place new students into appropriate instructional programs. The estimated cost based on the short cycle assessment providers under consideration is \$19/student per year.	
		PURCHASED SERVICES		24,092
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		Other Expenditures		

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
	General Administration		<p><b>Transformation Manager:</b> (1/6 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.</p>	21,250
			<p><b>Assistant Principal:</b> One full time equivalent position based on the DPS salary schedule for "Assistant Principal". : Provide discipline and behavior modification strategies for at risk students.</p>	80,000
			<p><b>Education Technology Specialist:</b> \$74,300 One full-time equivalent position based on DPS salary schedule for an "Instructional Specialist". The position is dedicated to the increased use of technology to improve instruction and raise student achievement. The specialist will work closely with teachers to increase their comfort and use of technology, to introduce technology into the classroom, and to help teacher manage the challenges of using more technology. In particular the specialist will use social media tools to engage teachers in education networks and sharing of best practices along with raising their comfort level in using social media tools in the classroom. Additionally, the specialist will use social media and other technology tools to communicate with parents and community members about the improvements in the school and to engage them more actively. While this individual will be technologically proficient the role is not designed to repair or maintain technology or networks but to identify ways that the technology that already exists within the school can be maximized.</p>	74,300
			<p><b>Data Analyst:</b> \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.</p>	74,300
		Benefits	Benefits for the Transformation Manager, Data Analyst and Technology Specialist based on 35% of allocated salary.	87,448
		PURCHASED SERVICES		
		supplies & MATERIALS		
		capital Outlay		
		other Expenditures		
	Executive Administration			



FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
	School Administration			
	Support Services Business			
	Internal Services			
	Operation and Maintenance			
	Central Support Services			
	Planning, Research, Development and Evaluation			
	Staff/Personnel Services			

## Henry Ford High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
	Community Services			
		Purchased Services	<b>Parent Engagement Coordinators:</b> Improve overall culture and school climate by assisting with community engagement to include parents, school and students. 20 coordinators at \$3000 stipend	60,000
	Community Services Direction			
	Community Activities			
		Purchased Services	<b>Centers of Strength:</b> \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 “kitchen table” conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
		Supplies and Materials	<b>Consumable Supplies:</b> to support supplies, food, and consumable items for parent/community workshops. This support will assist in providing a meaningful context for building strong academic and social school, family, and community relationships. It will facilitate increased external involvement in student learning and curriculum-related decision making.	5,000
			<b>Total Year Two Expenditures</b>	1,306,226

## Henry Ford High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
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Instruction – Basic Programs	SALARIES			
	BENEFITS			
	PURCHASED SERVICES			
	SUPPLIES & MATERIALS			
	CAPITAL OUTLAY			
	OTHER EXPENDITURES			
Instruction – Added Needs	SALARIES			
	BENEFITS			
	PURCHASED SERVICES			
	SUPPLIES & MATERIALS			
	CAPITAL OUTLAY			
	OTHER EXPENDITURES			
Pupil Support Services	SALARIES		<b>College Awareness Coordinator</b> – One full-time equivalent position at \$29,500 aligned to the DPS salary schedule for an "Educational Technician". The college awareness coordinator will provide direction and support to students in order to increase their post-secondary education options. Research has demonstrated that students who are exposed to college and provided information about post-secondary education options early in their high school careers are better prepared for, and more likely to attend college. The coordinator will work with students directly to provide experiences and information that will help them to be prepared to attend college. Additionally, the coordinator will be available as a resource to other school personnel including counselors and social workers who may also be discussing post-secondary options with students.	29,500
Truancy/Absenteeism	BENEFITS		Benefits for the College Awareness Coordinator calculated at 35% of total salary.	10,325
	PURCHASED SERVICES		<b>Summer Bridge:</b> \$18,300. 17 counselors (college or graduate students) for 60 hours over two weeks at \$15/hour. A Summer Bridge program is designed to help incoming ninth graders raise their academic skills and adjust to the expectations and procedures of high schools. Each student receives an individualized package of tutoring, mentoring, counseling and networking to ease the transition from middle school to high school. The curricula is especially designed to be interactive and engaging for the students as it provides intensive instruction in core academic areas, such as math and English / language arts. Instruction is enhanced by offering students thematic projects and by designing activities that are “hands-on” and focused on active learning. The Bridge program engages community members and neighborhood organizations through its linkage and alignment with community resources and programming.	18,300

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Accelerated Academies:</b> \$28,800. 120 hours of tutoring/support provided by college/graduate students over the course of 16 weeks during the school year at \$15/hr. provide intense support for tenth, eleventh, and twelfth grade students to assist them in passing the state-mandated graduation exams. These academies are designed as short-term solutions to the pressing problem of high school students not receiving diplomas because they have failed one or all of their required graduation exams. In a three-day retreat setting, accelerated academies provide students with test-taking strategies and intensive instruction in basic concepts as they relate to the graduation exams. More specifically, the academies provide integrated intervention strategies and resources that include: (1) Focused instruction on knowledge needed for test proficiency; (2) Embedded, content-based assessment to confirm academic progress; and (3) Targeted professional development to assist the teachers in working with students in this intense environment.	28,800
			<b>Credit Recovery</b> -Provide online credit recovery for overage, under-credited at-risk students via E2020 or comparable web-based provider.	20,000
			<b>Support for at-risk males:</b> contract the services of an evidence-based program that will target our male students who exhibit identified risk factors and meet conditions for dropping out of school (excessive absence, truancy, low achievement, negative behaviors,etc.). These services will help to reconnect students to the school environment and positively impact the graduation rate.	
	Guidance Services	SUPPLIES & MATERIALS	\$2500 in materials for Summer Bridge including: markers, poster board, paper, copies of instructional materials etc. \$2500 in materials for Accelerated Academies including: markers poster board, paper, copies of instructional materials, calculators, etc.	5,000
			<b>Student supplies:</b> Assist families and students with necessary supplies for learning their learning community e.g. paper/pens, locks, and uniforms	5,000
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES	<b>Attendance Agent:</b> \$61,600 based on the DPS salary schedule. The attendance agents will be responsible for improving student attendance numbers by following up with students and parents on absentee and tardy incidents. The agent will work with school personnel, community partners, parents and students to provide solutions to the challenges that contribute to chronic absenteeism.	61,600
	Health Services	BENEFITS	Benefits for the Attendance Agent calculated at 35% of total salary.	21,560
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES	<b>Counselor:</b> One full time equivalent position based on the DPS salary schedule for "Counselor". Provide services to at risk students	72,000
	Psychological Services	BENEFITS	Benefits for the counselor calculated at 35% of salary.	25,200

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
	Social Work Services	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
		SALARIES		
	Improvement of Instruction	BENEFITS		
	Instruction Related Technology	PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		OTHER EXPENDITURES		
		SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
	Academic Student Assessment	CAPITAL OUTLAY		
		OTHER EXPENDITURES		
	General Administration	Salaries	<p><b>Teacher Leaders: One teacher leader at \$69,000 to provide instructional leadership. The Teacher Leader is the building-wide specialist in research-based instructional practices, assessment and strategies for student support. He/she assist colleagues: Works with the Data Analyst to secure the data teachers need to improve instruction and assist colleagues in the use of data to impact student outcomes; Assists colleagues in planning for effective use of collaborative time; Keeps abreast of the latest research, adding resources to the Educators Knowledge Network that are pertinent to the work in their SLCs; Implements within their own classrooms one or more of the instructional models under consideration for application in the small schools and invite colleagues to their classrooms for observation and discussion, and encourage others to do the same; Works side-by-side with colleagues to team teach lessons, observe and comment on instructional strategies, brainstorm solutions to classroom challenges, and encourage others to do the same</b></p>	69,000

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
	Executive Administration		Intervention Specialist: One full-time equivalent position at \$29,500 aligned to the DS salary schedule for "Educational Technician." Implements a research based violence program intervention program where students help other students and themselves resolve conflicts before they escalate. This support specialist will guide students to define positive norms for their own behavior. Reinforce positive behavior and develop strong parent partnerships. Address the needs of those affected by misconduct. Bullying and other aggressive behavior affects all students ability to learn by undermining emotional and physical safety in school that is essential to learning. Strategies discussed will unfold readily into existing behavior based initiatives such as character education, positive behavior supports and peer mediation. Furthermore, all stakeholder relationships and school connectedness are strengthened and the focus becomes student learning raising student achievement. Prevents violence in schools and decreases the activity of repeat offenders. Creates a safe and secure learning environment.	29,500
			<del>Math Coach</del> - \$74,500 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". The math coach will provide instructional support to school leadership, math teachers, and special education professionals. The coach is an educator with experience in mathematics education and instructional strategies, and demonstrated success in the classroom. The coach will observe teachers' instructional practices and provide support and direction for how practices can be improved. Additionally, the coach will work with school leaders and special education professionals to develop structures and strategies for supporting improved mathematics instruction. The data for Detroit Public Schools demonstrate that student performance on math assessments is significantly below proficient, and the additional support will be critical to raising those scores.	74,300
			<b>Teacher Stipends</b> - Calculated using the average DPS teacher salary of \$69,000 divided by 190 contract days to get a daily rate of \$363. That daily rate was multiplied by the estimated number of teachers participating for five days. A five-day summer professional development experience, the Summer Teacher Institute, is an essential component of campuses' plans to convert into small learning communities. The EdWorks professional development system is designed to deliver 80 hours of professional development annually for every teacher in the school through a series of embedded professional development experiences. New content and skills are introduced annually in Teacher Summer Institutes that are a minimum of five days in length. Knowledge and skills introduced in the summer institutes are deepened in monthly professional development workshops, walk-throughs and professional learning communities. This professional development experience is critical to providing teachers the support and strategies needed to sustain the work. Teachers will have a concentrated time to work with experienced technical assistance providers on instructional strategies, unit and lesson design, and student supports; to reflect on the success and challenges of the past year; and to plan their work for the upcoming school year.	69,000

Henry Ford High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Substitute Teacher Pay:</b> \$8698 Substitute will be provided for the fifteen members of the whole school team to meet four times a year to discuss ongoing school issues. Calculated using the district's highly qualified substitute daily rate time 15 members by 4 meetings.	8,698
			<b>Whole School Team Stipends -</b> \$22,500 each of the fifteen teacher members of the whole school team will receive \$1500 for their participation and work. The whole school team is a cohort of teachers who work closely with school administrators to assure the smooth operation of the school, continued focus on the improvement of instruction, and follow up to professional development.	22,500
	School Administration		<b>Staff Stipends:</b> Compensation for time spent in after school professional development sessions. \$45/hr for 4 hrs/month for 8 months for each teacher.	158,400
			<b>Academic Enhancement Coordinator</b> This individual will collaborate with core teachers to identify, enlist, monitor, and evaluate extracurricular and co-curricular student activities that enhance, reinforce and enrich learning experiences for students	8,500
		Benefits	Benefits for the Math Coach calculated at 35% of total salary.	26,500
		Purchased Services		
		Supplies & Materials	Staff Book: \$100/staff member for books for classroom or personal professional development.	1,100
	Support Services Business	Capital Outlay		
			Off-site Teacher Summer Institute: Meetings for all members of the faculty. Professional development provided by EdWorks: Costs include: 2000 for room rental; \$25/person/day for food and beverage.	15,750
			Off-site Leadership Team: \$3415 Meetings for the 10 member team plus the EdWorks coach. Room rental: \$500; Food & beverage: \$50/day/person; Hotel: 1night/person \$165	3,415

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		Other Expenditures	<b>Leadership Institute Travel:</b> Travel expenses are for a team of six individuals/school to attend the Leadership Institute, a professional development experience provided by technical assistance provider EdWorks. The teams would be comprised of a combination of small school leaders and teacher – preferably those most likely to bring information back to the campus and share it with their colleagues. The three-day experience draws participants, speaker and professional development providers from across the country and is recognized as an important gathering for educators involved in the creation of small schools or small learning communities. The Leadership Institute has traditionally been hosted in Cleveland, Ohio and room expenses are based on seven years of data on the cost of hotel rooms in that area. The cost per individual is \$698 with an estimated 4% increase annually for inflation. Hotel \$330(\$165/night for 2 nights); Mileage \$200 (Estimated 400 miles roundtrip drive from Detroit to Cleveland at the current IRS reimbursement rate of \$.50); Meals/incidentals \$168 (3 days at the GSA Federal per diem rate for Cleveland of \$56/day).	4,188
		SALARIES		
		BENEFITS		
	Internal Services	PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY	<b>Smart Boards:</b> \$8000 each for 10 To support learning via technology integration with pedagogical development in core areas using 21st Century Learning	80,000
			<b>Imac computers:</b> 4 classroom sets of 40 at \$1500/each	
		SALARIES		240,000
		BENEFITS		
			<b>Short Cycle Assessments</b> - A short cycle assessment provider will be selected to provide online or automated tests for students in each of the four grades approximately three times per year. Short cycle assessments are critical to: Identifying the skills and concepts individual students have learned; Diagnosing instructional needs of individual students; Monitoring academic growth over time; Making data-drive decisions at the classroom, school, and district levels; Helping place new students into appropriate instructional programs. The estimated cost based on the short cycle assessment providers under consideration is \$19/student per year.	
	Operation and Maintenance	PURCHASED SERVICES		24,092
		SUPPLIES & MATERIALS		
	Central Support Services	CAPITAL OUTLAY		
		Other Expenditures		



FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
			<b>Transformation Manager:</b> (1/6 of a full-time equivalent position at \$125,000/yr). This full-time equivalent position plus benefits is shared among the seven schools working the EdWorks as a technical assistance provider. This position assures the smooth implementation of the transformation work, manages the relationship between the district, school and provider as it relates to transformation, and seeks ways to find efficiencies in implementation of the work at each of the seven sites.	21,250
			<b>Assistant Principal:</b> One full time equivalent position based on the DPS salary schedule for "Assistant Principal". : Provide discipline and behavior modification strategies for at risk students.	80,000
			<b>Education Technology Specialist:</b> \$74,300 One full-time equivalent position based on DPS salary schedule for an "Instructional Specialist". The position is dedicated to the increased use of technology to improve instruction and raise student achievement. The specialist will work closely with teachers to increase their comfort and use of technology, to introduce technology into the classroom, and to help teacher manage the challenges of using more technology. In particular the specialist will use social media tools to engage teachers in education networks and sharing of best practices along with raising their comfort level in using social media tools in the classroom. Additionally, the specialist will use social media and other technology tools to communicate with parents and community members about the improvements in the school and to engage them more actively. While this individual will be technologically proficient the role is not designed to repair or maintain technology or networks but to identify ways that the technology that already exists within the school can be maximized.	74,300
			<b>Data Analyst:</b> \$74,300 One full-time equivalent position based on the DPS salary schedule for an "Instructional Specialist". Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition to being a central source within the school for the collection of data this individual would be responsible for working with teachers to assure that they are able to analyze the data, understand it, and use the information that it provides to inform classroom instruction. This position is critical to the personalization of the student instruction.	74,300
	<b>Planning, Research, Development and Evaluation</b>	Benefits	Benefits for the Transformation Manager, Data Analyst and Technology Specialist based on 35% of allocated salary.	87,448
		PURCHASED SERVICES		
		supplies & MATERIALS		
		capital Outlay		
		other Expenditures		
	<b>Staff/Personnel Services</b>			

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
	Community Services			
	Community Services Direction			
	Community Activities			

## Henry Ford High School

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		Purchased Services	<b>Parent Engagement Coordinators:</b> Improve overall culture and school climate by assisting with community engagement to include parents, school and students. 20 coordinators at \$3000 stipend	60,000
		Purchased Services	<b>Centers of Strength:</b> \$20,000 contract with a local organization to act as the Center of Strength. Centers of Strength are trusted local nonprofit community organizations that are positioned to provide support to the school, students, parents and community members who are engaged in the Turnaround process. The Center of Strength facilitates the 20-30 “kitchen table” conversations that are the foundation for the community engagement effort in the first year, gathers data from those conversations to inform school-level planning and design, helps implement a formal community mapping process to weave together a strong fabric of social, emotional and academic support for students and assists in recruiting organizations to assist with mentorships, internships and real world learning experiences for students.	20,000
		Supplies and Materials	<b>Consumable Supplies:</b> to support supplies, food, and consumable items for parent/community workshops. This support will assist in providing a meaningful context for building strong academic and social school, family, and community relationships. It will facilitate increased external involvement in student learning and curriculum-related decision making.	5,000
<b>Total Year Three Expenditures</b>				<b>1,306,226</b>

# Attachment VII

## School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

### I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Ford High School is TURNAROUND;

### II. PROJECT ADMINISTRATION

#### A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

#### **B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES**

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

#### **C. JOINT RESPONSIBILITIES**

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

#### **D. STATE RESPONSIBILITIES**

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

#### **E. RECOURSE FOR NON-PERFORMANCE**

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

### **III. ASSURANCES**

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

#### **IV. MODIFICATIONS**

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

#### **V. DURATION/TERMINATION**

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

## VII. SIGNATURES

**Local Superintendent** (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial  
managers

**President of Local School Board** (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

**Intermediate Superintendent** (or equivalent authorized signatory) - required:

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_

**President of Intermediate School Board** (or equivalent) - required:

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_

**Authorized State Official** - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date \_\_\_\_\_ Print Name/Title \_\_\_\_\_